

Instructor Information:

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Tuesday, 2pm-8pm, 5/7/13- 8/13/13

LEWIS AND CLARK COMMUNITY COUNSELING CENTER

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"Valuing clients as credible sources of their own experiences allows us to critically examine our assumptions and practices—to support what is working and challenge what is not—and allows clients to teach us how we can be most effective with them." -Barry Duncan.

*"If we are to contribute to the changes so desperately needed in our agencies, communities, and societies, we must first and foremost develop the capacity to be present with all that arises, stay centered throughout, and be skilled at maintaining an integrated self."
-Laura van Dernoot Lipsky*

"I prefer to think of my patients as fellow travelers, a term that abolishes distinctions between "them" (the afflicted) and "us" (the healers)." -Irv Yalom

*"For therapy to be therapeutic, it is more important for the clinician to understand people than to master specific treatment techniques"
-Nancy McWilliams*

My philosophy of teaching & supervision: I believe it is my professional responsibility to provide a respectful, supportive and challenging learning environment. Practical activities, dialogue, collaborative learning and personal reflection guide my teaching based on the beliefs that learning is constructed in community and is an active process that allows for new insights, connections and meaning to emerge. I am intentionally relational in my approach with students. Relationships provide the core of the learning experience rather than mere information exchange and recitation. According to Merriam et al., "The central role of experience in adult learning is another point of connection (2007, p. 293)." This emphasis on relationships is also supported by my understanding of Relational Cultural Theory (RCT) which posits that mutual, authentic relationships foster healthy human development (Miller and Stiver, 1998). RCT includes the concept of the Five Good Things of growth fostering relationships:

1. Each person feels a greater sense of "zest" or vitality, energy.
2. Each person feels more able to act and does act.
3. Each person has a more accurate picture of her/himself and the other person(s).
4. Each person feels a greater sense of worth.
5. Each person feels more connected to the other person(s) and feels a greater motivation for connections with other people beyond those in the specific relationship. (Miller and Stiver, 1998)

I see these Five Good Things as a strong foundation for learning. An environment that invites connection, and therefore healthy human development, invites learning. I utilize various supervision models in my work with students as I support and guide them on the journey of seeing clients in their graduate training program.

COURSE INFORMATION

Course Description: This class is designed to provide instruction and supervision to second semester practicum students working with clients at the Lewis and Clark Community Counseling Center. Students will receive live supervision and feedback as designated by CACREP requirements. The focus of the class will be to provide ethical and competent client care while working within the parameters of time (typically one semester), student theoretical orientation and client issues/goals. Skills that will receive particular attention will include developing a therapeutic relationship, counselor empathy and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship will be highlighted as well. A beginning knowledge of client assessment and the development of treatment planning (including articulating the goals, objectives and interventions) will be developed. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of countertransference and vicarious trauma while growing professionally as a counselor.

Catalog description: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 100 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. [Up to] two semesters, 3 credit hour each required.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

Required Text:

Muran & Barber (2010) *The Therapeutic Alliance: An Evidence Based Guide to Practice*

Highly Recommended:

Teyber, E. & McClure, F.H. (2011). *Interpersonal Processes in Psychotherapy: A relational Approach* (6th Ed.). Pacific Grove, CA: Brooks/Cole.

Recommended:

Negotiating the Therapeutic Alliance by Safran & Muran

Interpersonal Reconstructive Psychotherapy by L.S. Benjamin

Narrative Exposure Therapy by Schauer, Neuner, & Elbert

The Unified Protocol by Barlow

On Becoming a Better Therapist by Barry L. Duncan

The Gift of Therapy by Irvin D. Yalom

Clinical Pearls of Wisdom by Michael Kerman

What Therapists Say and When They Say It by McHenry & McHenry.

Course Requirements: To successfully complete the clinical practicum, the student must satisfactorily complete a minimum of 100 clock-hours of counseling activities with at least 40 of these hours in direct contact with clients. This will be achieved over the course of two semesters. Students must keep approved and complete documentation of client sessions and other documentation required by the Lewis and Clark Counseling Center. Students must receive minimal 1s and no 0s on the Professional Qualities Evaluation and must perform at a satisfactory level on the Practicum Evaluation Form. Activities that can be counted toward

the 100 hours may include such professional activities as consultation, coordination, supervision, documentation, case conceptualization, and research/study/learning related to counseling or client issues. In the course of completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills. At the end of the semester, the student must document the amount of time they were engaged in these activities, and submit to your instructor.

Course Objectives and Learning Outcomes:

- Practicum students will engage in a helping relationship with their clients focusing on the development of the therapeutic relationship. (CC: 5a, 5b, 5c)
- Demonstrate consistent use of micro skills which includes interviewing skills, client conceptualization and effective use of prevention/intervention strategies (CC: 7h, 5h, 5c)
- Demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity (CC: 5a, 5b, 5c)
- Demonstrate intake interviews as well as appropriate client assessments and screening (CC: 7g)
- Demonstrate evaluation of risk factors related to client's safety and welfare as well as perpetrator of violence or abuse (CC: 7h)
- Demonstrate appropriate documentation and record keeping skills (CC: 5g)
- Utilize effective treatment planning, goal planning and termination plans (CC: 7h)
- Engage in case presentations, consultation, communication with supervisor and peers utilizing professional language (CC: 5a, 5b, 5c)
- Utilize community resources and understanding of how to access and refer, as well as consult with outside agencies as necessary (CC: 3c, 1b)
- Maintain ethical counseling standards with an ability to identify ethical issues, their evaluation, use consultation and engage in the ethical decision making process (CC: 5g, 7i)
- Maintain a protocol for self-care, identifying personal support systems, appropriate boundary management and life activities that generate overall well being. (CC: 5a)

CACREP objectives/student learning outcomes:

- II.K.1.b. professional roles, functions, and relationships with other human service providers;
- II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- II.K.1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession
- II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.7.i. ethical and legal considerations.
- A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

C1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

C3. effective strategies for promoting client understanding of and access to community resources;

C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Grading:

This is a graded course. Each student will be evaluated in the areas of counseling competence including use effective use of micro skills, theoretical knowledge, self-awareness, and ethical practice. Case presentations during group supervision, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision will all be considered. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. Evaluation of satisfactory performance will be made by your instructor.

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible delayed enrollment in a second semester of practicum.
- Failure to complete the required number of direct service hours in a semester may result in a deferred grade with the possible enrollment in a second semester of practicum.
- Failure to follow Ethical Guidelines of the profession will require a meeting to determine the next steps for addressing the concerns.
- Occasionally personal issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off for self care.

Ethical Guidelines: Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.

Laptops and Cell Phones: Due the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time which includes group supervision form 2pm-3:30pm, during observations of sessions and during consultation or supervision. If there is an emergency you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

Attendance:

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care. You are expected to

attend every class. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course as a whole.

- Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, your own sudden illness, etc.) will be handled on a case-by-case basis. In the event of an absence you are required to attend to the care of your clients, meaning that you are responsible for ensuring that they are contacted and made aware of your absence and their next scheduled appointment time.
- In case of illness and true emergencies, please notify your course instructor **as soon as possible via phone call or text message to your instructor. Email is not appropriate or timely in the case of last minute emergencies.**
- Any missed classes will require make-up work including any of the following; written work including research, transcript of counseling session and professional reading with written review.
- More than one absence a semester could result in a failure to complete the class.
- Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts the work of your classmates.

Participation:

You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is actively engaged in personal and professional development, is completing assigned readings and understanding the material. Active participation is essential and will be evaluated in the following way:

Excellent - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little.

Satisfactory - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimal acceptability - Passive participation including being present, awake, alert, attentive, but not actively involved.

Unsatisfactory - Uninvolved including being absent, late, present but not Attentive: distracted, not present or making irrelevant contributions that inhibit the progress of the discussion.

Late assignments: All assignments will be due at the start of class on the dates outlined in the syllabus. Late assignments will be penalized 10% of the points available for each 24-hour interval that they are late. Assignments > 1 week late will not be accepted unless you have medical or other valid documented reasons for the delay. In short, all assignments are outlined in the syllabus, are not subject to change, thus providing you with all the information and ample time to plan your schedules accordingly to ensure that all assignments are completed thoroughly and in a timely fashion.

Course Expectations & Notifications: It is normal to experience occasional discomfort as you go through your training program. Learning can be challenging! Receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal developmental process, should you have emotional difficulty throughout the course that is consistent and interferes with your participation, the following measures are available to support you:

- 1) Please feel free to contact me as soon as possible to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
 - 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or needs.
 - 3) You may also work on these concerns in the context of private counseling.
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- You are expected to learn about the operation and policies of the clinic and be an active member of the community in regards to the daily operations. This includes understanding screening procedures, being knowledgeable of all intake paperwork, checking phone messages, ensuring clients are greeted/have intake paperwork, maintain appropriate confidentiality of conversation/written information while clients are in the clinic, walk your clients out of the treatment room, inform them where restrooms are, shut down the clinic at days end, etc.
 - You are expected to actively participate in group discussions and case consultations with your peers. This includes providing constructive feedback and offering possible new perspectives on their work with clients. You will also be expected to actively participate in activities facilitated by your instructor during group supervision sessions weekly. This includes understanding how to give feedback that is authentic and constructive.
 - Observe peer counseling sessions and complete a written observation form to be given to the instructor/peer counselor.
 - Complete all paperwork in a timely fashion (same day of session with client).
 - You are required to type up your progress notes and intake forms on the computer, print them out, obtain review and a signature from your instructor.
 - You are not permitted to take any paperwork or identifying client information outside of the clinic unless the policies of the clinic shift to allow this to occur.
 - On a rare occasion, you may need to make phone calls to clients outside of clinic hours. In this case, you are required to block your personal telephone number using the *67 feature prior to each phone call.
 - You are encouraged to fill out a weekly log that identifies how your hours were spent in the clinic. All department paperwork can be found at http://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/ (Professional Mental Health Counseling : Evaluations, Forms and Handbooks)

- You are required to complete a Fall Semester Practicum Hours Summary and submit a Supervisor Evaluation for the clinic and **any/all secondary practicum sites. You will receive an incomplete in the course if you do not hand in these forms to the CPSY office (Nicole) by the last day of class. You are responsible for being informed regarding the paperwork requirements of the department and the program.**
- There will be times where you will have a different number of clients than your colleagues.
- Decisions about client assignments will be made as needed. At times, these decisions will be made in collaboration with the instructor. The instructor reserves the right to assign a particular client to you without consultation.
- Your practicum supervisor may join you during a counseling session to advise, consult or redirect the session with your client. **Please prepare your client for this possibility at the outset of the counseling relationship. The beginning of the semester is also a good time to remind clients about this.**
- It is your responsibility to inform your clients of your limited schedule, length of time in the clinic, how to contact you/the clinic. You are also responsible for following up with your client when they have missed session/no showed for an appointment. You are expected to call the same day your client misses their session especially if they have not left a message with the clinic.
- Please discuss any questions you have about the course, client care, clinic policy or procedures with the instructor of your course. Aside from overall clinic policy and procedure, all decisions about client care are made in consultation with the instructor of your course.

ASSIGNMENTS

SRS Form Utilization: As a way of formalizing conversations with clients about the therapeutic alliance, you will be required to begin using the Session Rating Form found here: <http://scottdmiller.com/performance-metrics/>. I will support you in getting to know this instrument during the first few weeks of the semester. To fulfill the requirements of this assignment, you will need to administer the form 5 times to two separate clients by the end of the semester and will submit a three page paper reporting on your experience, details to be determined. **Caroline Resari**

503-961-3141 ☐

Caroline @AwakeningYourSpark.com

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2. **Reading & Facilitation of Discussion:**

Muran & Barber (2010) The Therapeutic Alliance: An Evidence Based Guide to Practice

We will discuss the assigned reading for each week so please come to class having read the material and be ready to actively participate. You will sign up to facilitate a discussion of the reading each week. As facilitator, you will be responsible for facilitating the conversation with your peers by highlighting the major themes of the chapter and asking questions to stimulate discussion/learning.

READING SCHEDULE

Date	Chapters	Facilitator
5/14/13	Introduction & Ch 1	
5/21/13	Chapter 2	
5/21/13	Chapter 3	
5/28/13	Chapter 4	
6/4/13	Chapter 5	
6/4/13	Chapter 14	
6/11/13	Chapter 6	
6/18/13	Chapter 7	
6/25/13	Chapter 8	
7/2/13	Chapter 9	
7/9/13	Chapter 10	
7/16/13	Chapter 11	
7/23/13	Chapter 12	

7/30/13	Chapter 13	

Additional articles may be assigned over the course of the semester.

3. Class Presentations: Each week, one of you will sign up to present a 10-15 min clip of your recent work with a client. Each of you will present twice over the course of the term. You are responsible for ensuring that the tape is exported, available for the day of your presentation and that you have a section of the session queued up. Your questions and our feedback should focus on quality of the therapeutic alliance, awareness of ruptures, treatment planning, case conceptualization and additional questions as needed.

DATE	PRESENTATION
5/14/13	
5/21/13	
5/28/13	
6/4/13	
6/11/13	
6/18/13	
6/25/13	
7/2/13	
7/9/13	
7/16/13	
7/23/13	

7/30/13	

4. Final Paper: At the end of the semester, you will prepare a paper to assess your experiences during the practicum. This paper will be an opportunity for you to (a) review what you learned, (b) what your strengths are, and (c) identify your "growth edges" for future work; be comprehensive, specific, and behavioral. Describe your positions, perspectives, and expectations as counselors at the end of this practicum through assessing your learning over the semester to prepare for internship. **DUE AUGUST 6th.**